


OHWC
373.1909713
OS9DE/c

The Specialization Years

(Grade 10 to Graduation)



Response Booklet

***Restructuring of Education
December, 1991***

This response booklet may be used to respond to the paper entitled:

***The Specialization Years
(Grade 10 to Graduation)***

Guide to Discussion and Response

- *Instructions about responding are on page i to iii of the Guide to Discussion and Response.*

It will help us if you send your responses as soon as possible and no later than July 10, 1992.

- ***Send responses to:***

Peter Skuce
Specialization Years Work Team
Learning Programs Secretariat
17th Floor, Mowat Block
900 Bay Street
Queens Park
Toronto, Ontario
M7A 1L2

Respondent Information

Name _____

Address _____

Contact Person _____

Telephone _____



Please ☒ in appropriate space.

Individuals

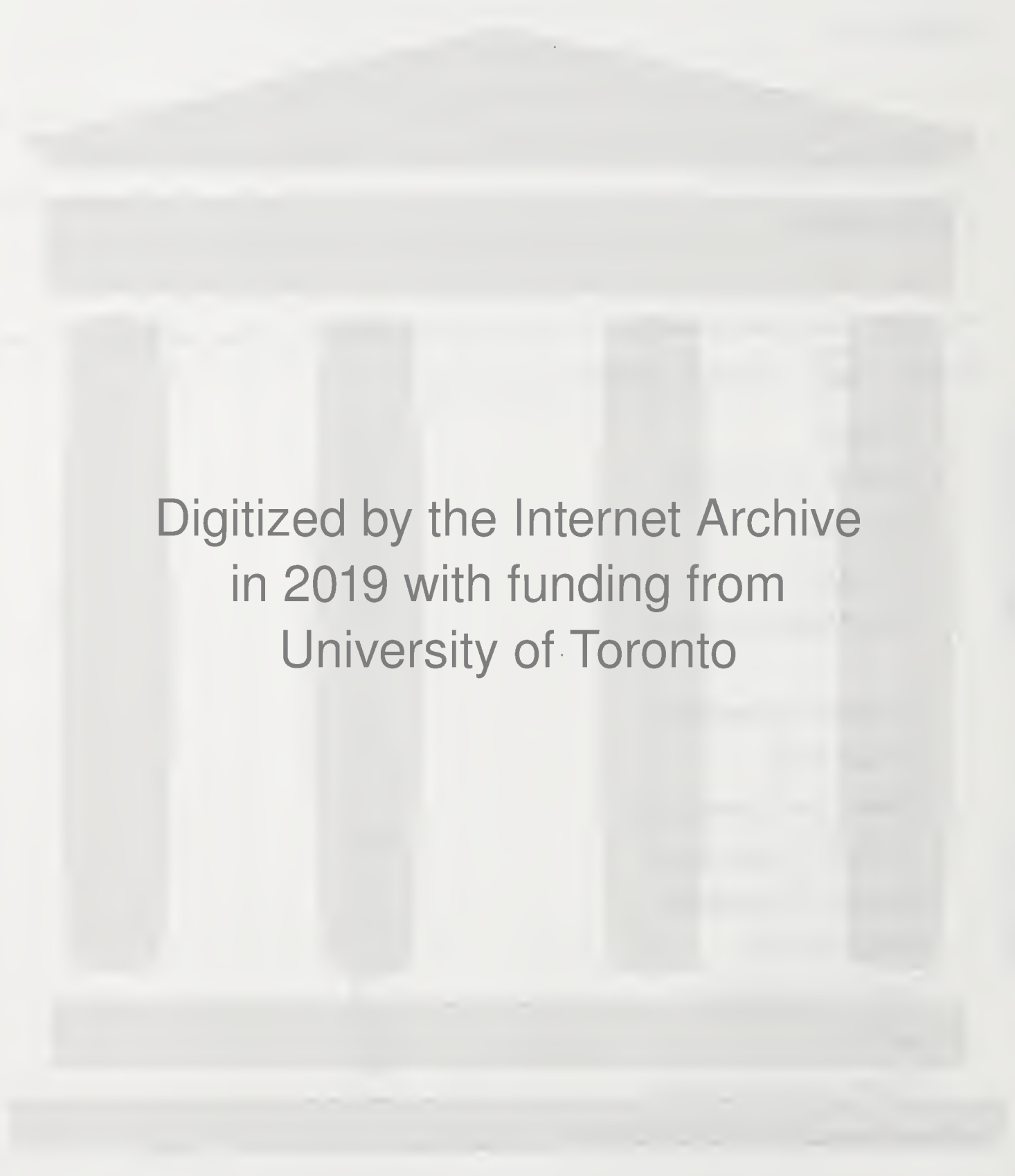
- Student ☐
- Parent or guardian ☐
- Teacher ☐
- Principal ☐
- Other (please specify) ☐

Groups

- Parents' Association ☐
- School staff ☐
- Educators' association ☐
- Trustees' association ☐
- Faculty of education ☐
- School board ☐
- Business/Industry ☐
- Labour ☐
- Other (please specify) ☐



If this is a group response, how many people have contributed?



Digitized by the Internet Archive
in 2019 with funding from
University of Toronto

<https://archive.org/details/specializationye00onta>

Education with a Purpose

(See page 3 of Guide to Discussion)

- You may wish to answer the questions in this section, or to express your general ideas when responding to specific issues - either or both are possible.

P1. What are the most important educational needs of students at this stage in school?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

P2. What should being a secondary school graduate mean?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

P3. How should the role of the school and the role of the family be related?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

1

[illegible]

P5. How should schools contribute to cultural awareness and development?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows, suggesting it's a physical scan. There is no handwriting or other markings on the paper.

General Topics

(See pages 4 to 9 of Guide to Discussion)

- Please look at the response guide for an explanation of each topic.
- You may comment on as many or as few topics as you wish.

G1. Adult Education*(See page 4 of Guide to Discussion)*

- 1. What do you think is important about what is being done now?**

- 2. What changes are needed?**

G2. Assessment and Evaluation*(See page 4 of Guide to Discussion)*

1. What do you think is important about what is being done now?

2. What changes are needed?

G3. Educational Technology*(See page 4 of Guide to Discussion)*

1. **What do you think is important about what is being done now?**

2. **What changes are needed?**

G4. French as a Second Language (FSL) *(See page 5 of Guide to Discussion)*

1. **What do you think is important about what is being done now?**

2. **What changes are needed?**

G5. French-language Schools*(See page 5 of Guide to Discussion)*

1. What do you think is important about what is being done now?

2. What changes are needed?

G6. Gender Equity*(See page 5 of Guide to Discussion)*

1. What do you think is important about what is being done now?

2. What changes are needed?

**G7. Integrated Services
(Health, Social, Educational)**

(See page 6 of Guide to Discussion)

1. What do you think is important about what is being done now?

2. What changes are needed?

G8. Native Education*(See page 6 of Guide to Discussion)*

1. What do you think is important about what is being done now?

2. What changes are needed?

G9. Needs of Students New to Canada*(See page 7 of Guide to Discussion)*

- 1. What do you think is important about what is being done now?**

- 2. What changes are needed?**

G10. Racial and Ethno-cultural Equity *(See page 7 of Guide to Discussion)*

1. **What do you think is important about what is being done now?**

2. **What changes are needed?**

G11. School Culture*(See page 7 of Guide to Discussion)*

- 1. What do you think is important about what is being done now?**

- 2. What changes are needed?**

G12. Special Education Programs and Services

(See page 8 of Guide to Discussion)

1. What do you think is important about what is being done now?

2. What changes are needed?

G13. Student Retention*(See page 8 of Guide to Discussion)*

1. What do you think is important about what is being done now?

2. What changes are needed?

G14. Teacher Education*(See page 8 of Guide to Discussion)*

1. **What do you think is important about what is being done now?**

2. **What changes are needed?**

Specific Issues and Policy Options

(See pages 10 to 39 of Guide to Discussion)

- Please look at the response guide for an explanation of each issue.
- You may comment on as many or as few topics as you wish.
- Your comments and explanation will help to evaluate the policy options.

Issue No. S1: Integrating Learning Activities*(See page 9 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Encourage the development of courses based on more than one school subject.
Groups of courses or parts of courses could be planned in the same manner.

- c. Allow locally developed courses that use ideas from several ministry guidelines. Provide individual course codes for such courses.

- d. Develop guidelines based on general skills that apply to several subjects.

- e. Provide teacher education courses related to integrated learning activities (in addition to subject-based qualifications).

- f. Adopt other options. (Please explain your suggestions.)

Issue No. S2: Overcrowded Curriculum*(See page 11 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Provide for time to study key societal and life issues, in each year of the Specialization Years and give credit for this achievement.

- c. Provide time to study key societal and life issues and require that all students take part. (Credit would be granted for the achievement.)

- d. Provide greater flexibility in credit courses to allow for the inclusion of key societal and life issues.

- e. Encourage the development and delivery of courses in co-operation with community agencies and other external organizations.

- f. Provide teacher education dealing with social and community issues in the curriculum.

g. Adopt other options. (Please explain your suggestions.)

**Issue No. S3: Subject Specialization in
Teacher Education**

(See page 13 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Continue the present policy.

- b. Provide more teacher education courses that are not subject specific.

- c. Expand the existing subject specific courses so that they provide more emphasis on varied learning processes, critical thinking skills, and cross-curricular themes and objectives.

- d. Include a wider variety of teaching strategies in pre-service courses, e.g., team teaching, interdisciplinary courses, co-operative learning, adapting to varied learning styles, independent learning.

- e. Adopt other options. (Please explain your suggestions.)

Issue No. S4: The Guidance Program*(See page 14 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Develop new policy that defines the results that students should realize.

- c. Develop new policy to clarify the roles and responsibilities for guidance counsellors and school staff.

- d. Develop new policy regarding the number of credits to be earned.

- e. Develop new policy to explain the role of the community in the guidance program.

- f. Adopt other options. (Please explain your suggestions.)

**Issue No. S5: Gender and Educational/
Career Choices**

(See page 16 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Establish provincial awards for "Excellence in Mathematics/Science/Technology" for female and male students.

- b. Encourage processes to measure student attitudes about subjects and subject choices.

- c. Provide incentives for the development and delivery of in-service programs for teachers on gender issues.

- d. Provide incentives for partnerships with technology-oriented enterprises/agencies to provide work experience for male and female students in the field of science/technology.

- e. Encourage an outreach program by colleges of applied arts and technology and universities in which faculties of mathematics, science and technology provide orientation programs for secondary school female and male students.

- f. Adopt other options. (Please explain your suggestions.)

**Issue No. S6: Co-operative Education/
Work Experience**

(See page 18 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Continue the present policy.

- b. Require one or more co-operative education credits for graduation.

- c. Allow school boards greater flexibility in developing a variety of co-operative education modes to meet local needs.

- d. Broaden the scope of policies that involve co-operation with businesses, industries, and other agencies in the development of co-operative education programs.

e. Adopt other options. (Please explain your suggestions.)

Issue No. S7: Small Schools*(See page 20 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Increase the number of compulsory credits that can be substituted to obtain the OSSD or Certificate of Education.

- c. Encourage school boards with small schools to plan school programs with other means of earning credits (e.g., distance education programs, correspondence courses, computer-assisted instruction).

- d. Encourage school boards with small schools to plan in-service programs that address their special needs.

- e. Adopt other options. (Please explain your suggestions.)

Issue No. S8: The Extra-curricular Program*(See page 22 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Encourage, on a regular basis, assessment of the success of each school's extra-curricular program and how well it meets the needs of students and staff.

- c. Encourage schools to give recognition and to express appreciation to the staff members involved in the extra-curricular program.

- d. Encourage school boards to allocate resources for administering extra-curricular programs.

- e. Encourage schools to seek volunteers for extra-curricular programs from community members and individuals wishing to pursue careers in education.

- f. Adopt other options. (Please explain your suggestions.)

**Issue No. S9: Curriculum Organization
Credit System, Graduation
Requirements, Levels of Difficulty**

(See page 24 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Continue the present policy.

- b. Replace the existing credit system in one or more of the Specialization Years (for example, in part of grade 10, all of grade 10, or all of the Specialization Years).

- c. Redefine the requirements for a graduation diploma in terms of the number and kind of compulsory credits and the total number of credits required.

- d. Eliminate levels of difficulty in one or more of the Specialization Years (for example, in part of grade 10, all of grade 10, or all of the Specialization Years).

e. Adopt other options. (Please explain your suggestions.)

- This issue is a complex combination of several factors. A decision on each part has an effect on the others.
- In view of the complexity you may wish to submit a detailed explanation of any model you recommend.

Issue No. S10: Definition of a Credit*(See page 27 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Redefine the credit.

- c. Develop policy that places greater emphasis on what is learned rather than on a specified minimum number of hours and the successful completion of course work.

- d. Adopt other options. (Please explain your suggestions.)

Issue No. S11: Credits for External Courses*(See page 28 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy, whereby music certificates are the only recognized external courses.

- b. Change policy to allow other credits to be obtained through certificates in speciality subjects taught outside the school.

c. Adopt other options. (Please explain your suggestions.)

**Issue No. S12: The Meaning of the
Graduation Diploma**

(See page 31 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Continue the present policy.

- b. Continue with the present single diploma but list the OACs on the diploma.

- c. Award a series of diplomas which reflect individual concentrations, e.g., business studies, technological studies, university preparation, college preparation, etc.

- d. Eliminate the diploma as a document which signifies graduation and rely upon the Ontario Student Transcript to define graduation status and eligibility for post-secondary study.

- e. Adopt other options. (Please explain your suggestions.)

**Issue No. S13: The Meaning of the
Certificate of Education**

(See page 31 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Retain the Certificate of Education and make it widely known to the community.

- b. Eliminate the Certificate of Education.

- c. Adopt other options. (Please explain your suggestions.)

Issue No. S14: Reporting Student Achievement (See page 32 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Continue the present policy.

- b. Encourage many reporting methods in addition to report cards.

- c. Ensure that as many areas as possible (for example, knowledge, skills, attitudes, career education, extra-curricular involvement, leadership, community services) are reported.

- d. Adopt other options. (Please explain your suggestions.)

Issue No. S15: Religious Education Credits*(See page 34 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Extend the present policy to allow similar non-guideline courses in senior grades in Roman Catholic Separate Schools.

- c. Extend the policy to allow private schools to provide locally developed Religious Education courses in the same manner as Roman Catholic Separate Schools.

- d. Provide guidelines for the development of Religious Education courses.

e. Adopt other options. (Please explain your suggestions.)

**Issue No. S16: Delivery Models for Adult
Education in the Specialization Years**

(See page 35 of Guide to Discussion)

You are invited to comment on any or all options.

Please explain what you think is good or bad about the option.

- a. Continue to accommodate adults within available secondary school program policies.

- b. Develop policies to ensure that appropriate modifications are made to programs when adults are involved.

- c. Develop policies that provide for the development of programs intended for adults only.

- d. Adopt other options. (Please explain your suggestions.)

Issue No. S17: Graduation Equivalence*(See page 36 of Guide to Discussion)**You are invited to comment on any or all options.**Please explain what you think is good or bad about the option.*

- a. Continue the present policy.

- b. Change the maturity allowance to permit a different maximum number of credits.

- c. Change the present policy to allow the principal to grant a number of credits that would allow a student to graduate without taking any more courses.

- d. Establish provincial criteria to ensure uniformity in granting credit equivalence.

- e. Provide provincial OSSD equivalence assessment and testing.

- f. Adopt other options. (Please explain your suggestions.)
